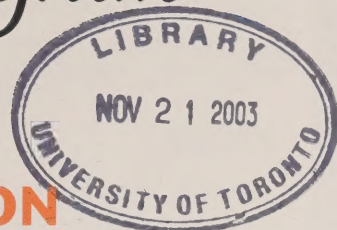


ABORIGINAL HEAD START

on Reserve Program

WINTER 2003

NATIONAL NEWSLETTER



AHSOR FIRST EVALUATION

Near completion

After two years of hard work by the Evaluation Sub-Committee and evaluation contractors Auguste Solutions & Associates (ASA), the first evaluation of the Aboriginal Head Start On Reserve program (AHSOR) has almost been completed.

Using two approaches, a process survey and an impact baseline, this evaluation has looked at the AHSOR program from an implementation/developmental perspective and has established measurable elements upon which future comparisons for an impact study can be made.

This spring every Head Start site will be receiving one copy of the AHSOR Evaluation Summary Report in the mail. This colourful report will feature such categories as the six components, community, staff, needs/gaps and successes to identify what the communities and regions relayed to us about the program. The Summary Report will also be available in our FNIHB

National Clearinghouse for those interested in obtaining more copies in the future.

Some Head Start sites may be receiving two reports in the mail. Head Start sites which completed their National Process Survey before the February 2nd, 2002 deadline, will be receiving a Community Specific Report, along with their Summary Report. The Community Specific Report consists of the non-confidential, non-subjective data from the Early Childhood Educator and Administrators questionnaires and neatly ties it into one report for the use of the Head Start site. It was important to us at the national level that we give something back to the community for taking the time to provide us with information we require to enhance the Head Start program.

If you have any questions about the evaluation, please contact the Aboriginal Head Start On Reserve National Office at (613) 954-4201.

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The following is an article from Mindy Sinclair, who along with National staff member Vicky Laforge, attended the National Indian Head Start Directors Association 12th National Training Conference from July 7-11, 2002 in Arlington, Virginia.

Aneen!

My name is Mindy Sinclair, the Program Coordinator from the Peguis Family Centre Head Start in Peguis, Manitoba. This past summer marked a once-in-a-lifetime opportunity for me to attend an American Head Start Conference, in Arlington, Virginia.

I was honoured to have this opportunity to experience a conference in the USA, where Head Start has been around for 36 years. Imagine, 36 years! I met people who were leading their own programs and others who were working at the Head Start Bureau in Washington, D.C., who had attended Head Start themselves when they were babies.

Just thinking about this made me feel a certain degree of humility because, as Canadians, we are still in the infancy stage in terms of our own Head Start development. Imagine my excitement when I had the chance to interact with other leaders of Head Start programs who have long ago been ingrained with the Head start philosophy and vision. The week went by for me filled with no small amount of curiosity. I was thinking, are we so different?

The difference between the Americans and ourselves was, in my experience, not so far apart. The main focus of the American conference was Shared Accountability — Weaving Effective Head Start Management. The first day I attended a Leadership, Management and Motivation session which focussed on helping Directors become stronger and more effective leaders.



Mindy with the chair of the NAHSG, Audrey Waite, and Rena Morrison from the Urban and Northern Aboriginal Head Start

What is the definition of good leadership?

"Leadership is the art of being invisible while you support others to use their gifts in support of a shared ambition for accomplishment."

The main messages I came away with during this week are:

- The only way to build a good team is if staff participate in every effort toward achieving the end goals;
- Make sure you take the time to ensure everyone understands each other's roles and responsibilities;
- Ensure that the people can count more than the structure.



Mindy with Vicky Laforge, Program Officer, AHSOR National Office

I would like to thank Health Canada and staff for the opportunity to attend this conference. I would recommend this annual training conference to any of our Head Start leaders, if only for the sake of broadening our own horizons and gaining a better understanding of what it is we can do in Canada to better our

own programs. When it comes to children and our families we all want them to have the best Head Start possible.

We have yet to develop our own "history," but it is an exciting path for us because we are all working towards having our own outstanding Head Start programs right across this beautiful country of ours. Yes, we can learn from others, but we also need to remember that what we have here is something we can be very proud of. We are doing well, folks! Be proud of your centres, and never be afraid to share your successes and accomplishments with others.

*Thank you,
Mindy*

The Nipissing District Developmental Screen (NDDS)

The Nipissing District Developmental Screen (NDDS) is an innovative developmental screening tool that has been developed to assist professionals and parents who are looking to be proactive in identifying areas of concern in infants and children up to age six. This uniquely Canadian tool examines thirteen key developmental stages between one month and six years of age. It focuses on the following skill areas: vision, hearing, speech, language, communication, gross and fine motor, cognitive, social/emotional and self-help through a series of checklists that prompt a "yes" or "no" response. The checklists are accompanied by a series of detachable recommended play activities that promote the development of key skills in each age group.

The screen, which was developed by a multi-disciplinary committee, was based on a variety of standardized and non-standardized developmental instruments. A validity and reliability evaluation of the screen was completed in 2001

as part of the Instrument Validation Report for the Ontario program *Healthy Babies/Healthy Children*. It was also reviewed for cultural sensitivity and some items were identified that may not be common across all cultures.

The *Healthy Babies/Healthy Children* program in Ontario and various children's programs in the Northwest Territories have adopted the NDDS as their tool of choice. The NDDS is being used coast to coast in Canada and is fast becoming a popular export to the United States.

If you are interested in learning more about the Nipissing District Developmental Screen please visit their website at www.ndds.ca where you can see a sample of the screen, read more about the suggested activities and browse through the frequently asked question section. Additional training and support on the screen can also be arranged. **You can also find out more information by calling (705) 472-0910 or by fax at (705) 472-9743.**

Nipissing District Developmental Screen™

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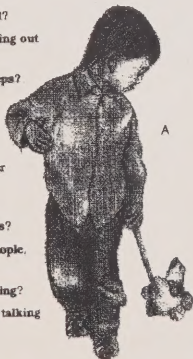
The Nipissing District Developmental Screen is a checklist designed to help monitor your child's development.

Child's Name _____ Birth Date _____ Today's Date _____

Yes No

By Eighteen Months, does your child...

- ☐ ☐ 1. Identify pictures in a book (e.g. "Show me the baby")?
- ☐ ☐ 2. Use familiar gestures (e.g. waving, pushing away)?
- ☐ ☐ 3. Follow directions when given without gestures (e.g. "Throw me the ball", "Bring me your shoes")?
- ☐ ☐ 4. Use common expressions (e.g. "all gone" or "oh-oh")?
- ☐ ☐ 5. Point to at least three different body parts when asked (e.g. "Where is your nose")?
- ☐ ☐ 6. Say five or more words? (Words do not have to be clear.)
- ☐ ☐ 7. Hold a cup to drink?*
- ☐ ☐ 8. Pick up and eat finger food?
- ☐ ☐ 9. Help with dressing by putting out arms and legs?*
- ☐ ☐ 10. Crawl or walk up stairs/steps?
- ☐ ☐ 11. Walk alone?
- ☐ ☐ 12. Squat to pick up a toy without falling?
- ☐ ☐ 13. Push and pull toys or other objects while walking? (Picture A)
- ☐ ☐ 14. Stack three or more blocks?
- ☐ ☐ 15. Show affection towards people, pets or toys?
- ☐ ☐ 16. Point to show you something?
- ☐ ☐ 17. Look at you when you are talking or playing together?



* Item may not be common to all cultures

Always talk to your health care or child care professional if you have any questions about your child's development or well being. See reverse side for instructions, limitation of liability, and product license.

ACTIVITIES FOR YOUR CHILD...

Emotional Fine Motor Large Motor Learning/Thinking Self-Help Social Speech/Language

Nipissing District Developmental Screen™

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The following activities will help you play your part in your child's development.

- Help me to notice familiar sounds, such as birds chirping, car or truck motors, airplanes, dogs barking, sirens, or splashing water. Imitate the noise you hear and see if I will imitate you. Encourage me by smiling and clapping.
 - I am learning new words every day. Play games to help me learn the names of things. Put pictures of familiar things such as toy animals, people or objects in a bag and say "One, two, three, what do we see?" and pull a picture from the bag.
 - Pretend to talk to me on the phone or encourage me to call someone.
 - Don't be afraid to let me see what I can do with my body. I need to practise climbing, swinging, jumping, running, going up and down stairs, and going down slides. Stay close to me so I don't get hurt.
 - Play some of my favorite music. Encourage me to move to the music by swaying my arms, moving slowly, marching to the music, hopping, clapping my hands, tapping my legs, etc. Let's have fun doing actions while listening to the music.
 - Let me play with balls of different sizes. Take some of the air out of a beach ball. Watch me kick, throw, and try to catch it.
 - I like toys that I can pull apart and put back together: large "LEGO", containers with lids, or plastic links. Talk to me about what I am doing using words like "push" and "pull".
 - I'm not too little to play with large crayons. Let's scribble and talk about our art work.
 - I like simple puzzles with two to four pieces and shape-sorters with simple shapes. Encourage me to match the pieces by taking turns with me.
 - I want to do things just like you. Let me have toys so I can pretend to dress up, have tea parties, and play mommy or daddy.
 - I feel safe and secure when I know what is expected of me. You can help me with this by following routines and setting limits. Praise my good behaviour.
 - I like new toys so find the local toy lending library or play groups in our community.
- I enjoy exploring the world but I need to know that you are close by. I may cry when you leave me with others, so give me a hug and tell me you will be back.**

Always talk to your health care or child care professional if you have any questions about your child's development or well being. See reverse side for instructions, limitation of liability, and product license.

Big Cove Headstart Program

The Big Cove Headstart Program is a wholistic community-based program committed to promoting, encouraging and supporting the growth and development of children and families of Big Cove First Nation.

The Program has been in operation since 1987, assisting children who are experiencing developmental delays, playing a preventative role in child abuse and neglect situations, strengthening the parent-child relationship and assisting parents in acquiring and implementing appropriate parenting and coping skills.

Throughout the years, the Headstart Program has gone through many changes. The Program operated out of the basement of the old school with a staff of four people and an enrollment of fifteen children until 1992. In 1992 the Headstart Program moved into a newly renovated building, one new staff was hired and enrollment increased to eighteen children. In 1995 the lower level of the Headstart

Center was renovated to accommodate another playroom. Another staff member was hired and enrollment increased to twenty-five children.

Today the Headstart Program is operating with a staff of seven people, including the Director, Peggy Clement. Twenty eight children are enrolled in the program with two emergency seats available.

The Children's Program operates four days per week, Monday - Thursday, 9:00 am - 2:30 pm,

from September to June, and is being delivered in the Micmac language. A variety of culturally appropriate learning experiences which foster intellectual, emotional and social growth are provided for the children. Children are spoken to, read to, sung to and instructed in the Micmac language. In the past year, the Coordinator for Early Childhood Development Services has developed a library of Micmac resources, including story books, books on colours, numbers, shapes, animals, match games, tape recordings of nursery rhymes/songs/fingerplays and stories, and has worked with the staff in developing and implementing activity plans for



their programs. During Treaty Month in October and Cultural Week in March, resource people such as drummers, jingle dancers, story tellers and Micmac singers are invited to come in and share their talents with the children. Our children always enjoy these visits and of course they do not hesitate to join in.

Parents are strongly encouraged to participate in the Headstart Program by coming in for Monthly Visits at least one half day per month, attending weekly sessions of the Parent



Nurturing Program, participating in bi-weekly home visits, where staff visit the families at their homes, and accompanying their children on field trips. We also have Family Days in which parents are invited to special events at the Headstart Center such as: Santa's Visit, Christmas Dinner, Christmas Concert, Graduation, Year-End BBQ and open houses throughout the year.

We are very proud of how our program has developed throughout the years. Parents are becoming more involved in the program and we are developing and introducing more Micmac material into the program.



Canadian Child Care Federation

With almost 9000 members across the country, the Canadian Child Care Federation (CCCCF) is the largest child care organization in Canada. The Federation's diverse membership is its strength. As a federation of 16 provincial/territorial child care organizations, the CCCCf reaches out to a broad audience: those who offer services for young children in family and centre-based care and in family resource programs; professors in Early Childhood Care and Education (ECCE) training programs; parents; policy makers; and the general public.

The CCCCf's mandate is to enhance the quality of child care in Canada through its resources and training programs. The CCCCf's resources are developed to meet identified needs in the child care sector. For example:

- **Meeting the Challenge** helps early childhood care and education practitioners deal with challenging behaviours in early childhood settings.
- **Partners in Quality** (a 6-part series) includes booklets on relationships and communities as well as some very practical tools for frontline practitioners and for administrators of child care programs.
- **Early Learning Canada** is a parent training program that helps parents support their children to develop to their fullest potential.
- **Interaction**, a quarterly magazine that goes out to all members, provides the latest information on child care practice and policy and has a readership of over 20,000.
- **Resource Sheets**, a series now of over 60 one-page summaries on topics of interest to parents and those who work with young children.

Training and professional development are a major part of the Federation's work. Our education work can be divided into two types: delivered by CCCCf facilitators or delivered by community leaders.

CCCCf personnel offer workshops at provincial/territorial conferences across Canada. The CCCCf also develops and delivers longer training programs that use a train-the-trainer

model. Our recent **Keeping the Promises Leadership Institute** was delivered in August and now the 26 participants are sharing the knowledge at workshops and presentations in their own provinces and territories. We are currently looking at the development and delivery of annual one-week summer institutes.

The CCCCf also develops facilitator's guides that enable community leaders to use its resources for workshops that they can offer in their own centre, town or region. For example:

- **Nourish, Nurture, Neurodevelopment** presents the latest brain research in user-friendly language. The kit includes overheads, facilitator notes and resource sheets.
- **Helping Others Meet the Challenge** is based on the CCCCf's popular **Meeting the Challenge** booklet and provides plans for a series of workshops on the topic.
- **Partners in Quality** [in press] will provide a series of ten workshop plans that can be used individually, in pairs, or as a whole series.

All CCCCf resources are bilingual (English and French) and all publications are reviewed through various lenses including from the perspectives of different delivery models and different cultures.

The publications catalogue included in this mailing provides information on the valuable products and resources produced by the Canadian Child Care Federation. **Interaction**, along with one new resource sheet, is sent to members four times a year. In addition, many of our projects include initial free distribution of products to our members at the time of publication. The catalogue also includes information on how to become a member of the Canadian Child Care Federation. For more information, visit the CCCCf website at www.cccf-fcsge.ca and the Child & Family Canada website at www.cfc-efc.ca.

KIDS HAVE STRESS TOO!

Stress – or rather its negative effects – have now been acknowledged as a public health issue. As the recent series of articles on stress in *The Globe and Mail* indicated, the research is now abundantly clear – stress is not just an adult phenomena. In fact, it can start in the womb.

Stress can affect children's physical, emotional, social and intellectual well-being. The good news is that something can be done about it. Experts agree that parents have a key role to play here both role modeling stress management techniques and helping to keep stress at bay.

Kids Have Stress Too! (KHST!) is all about helping parents and caregivers understand childhood stress and how to provide kids with the tools to deal with stress effectively. It is a broad-based primary prevention program, that can be easily adapted to suit community needs.

KHST! is a project of The Psychology Foundation of Canada (PFC) and was developed in collaboration with Toronto Public Health and the former Toronto School Board's Stress Management Committee. The groundwork for the program is based on the work of Dr. Harold Minden, Professor Emeritus at York University and author of *Two Hugs for Survival*. Dozens of professionals who work with children in a variety of settings, from the classroom to the clinic, have helped develop, review and refine KHST! Parents have also provided their input through focus groups and interviews. Psychologists at York

University are coordinating the evaluation research.

The program was officially launched in December 1999 at Toronto's Hospital for Sick Children. Since that time, over 800 professionals, from public health nurses, to early childhood educators and social workers, have taken KHST! facilitator training. They are now using the knowledge they have gained to reach parents and children in a variety of ways from workshops to community awareness projects.

The current goal of KHST!, made possible through funding from the Ontario Trillium Foundation, is to train professionals across the province of Ontario, in the principles and practices of managing children's stress, so that they, in turn, can provide parent education on the KHST! program, in their communities. Once the roll out phase is complete, in May 2003, the Psychology Foundation of Canada's intention is to make KHST! training available across Canada with the help of delivery partners.

To find out more about KHST! and facilitator training opportunities please go to their web site at www.kidshavestresstoo.org.

The Psychology Foundation of Canada, founded in 1974, is a registered charitable organization. The Foundation is guided by a board of trustees, made up of psychologists and other professionals who have a commitment to the organization's core value: "Supporting parents, strengthening families."

CONGRATULATIONS!!!!

Queen's Jubilee Medal

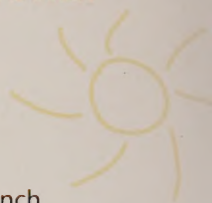
MARGO GREENWOOD is a recipient of a Queen's Jubilee Medal awarded to her by the Canadian Child Care Federation (CCCCF). The CCCC nominated Ms. Greenwood because of her longstanding commitment to the field of early childhood care and education evidenced through her work as an advocate, (ECCE) educator and as a volunteer. Ms. Greenwood's contributions have been particularly significant on behalf of Aboriginal people in Canada in the field of ECCE. CCCC commends Ms. Greenwood and shows their considerable respect for her contributions by designating her as one of the recipients in honour of the Queen's Jubilee.



Margo with Sandra Griffen from CCCC



Aboriginal Head Start on Reserve FNIHB Regional Consultants (Program Officers)



ATLANTIC

Donna Collins

First Nations and Inuit Health Branch
Health Canada
18th Floor, Maritime Centre
1505 Barrington Street
Halifax, Nova Scotia, B3J 3Y6
☎ (902) 426-4118, Fax: 426-8675

MANITOBA

Mary L. Brown

First Nations and Inuit Health Branch
Health Canada
Suite 300
391 York St.
Winnipeg, Manitoba, R3C 4W1
☎ (204) 984-5173, Fax: 983-6018

ONTARIO

Cheryl Kylander

First Nations Head Start
First Nations and Inuit Health Branch
Health Canada
28 North Cumberland Street, 5th Floor
Thunder Bay, Ontario, P7A 4K9
☎ (807) 343-5356, Fax: 344-6184

Brenda Shawanda

First Nations and Inuit Health Branch
Health Canada
3rd Floor, Emerald Plaza
1547 Merivale Road
Nepean, Ontario, K1A 0L3
☎ (613) 946-9744 Fax 952-7733

SASKATCHEWAN

Pat Thomson

First Nations Inuit Health Branch
Health Canada
1920 Broad Street
18th Floor
Regina, Saskatchewan, S4P 3V2
☎ (306) 780-7449, Fax: (306) 780-6026

ALBERTA

Charlene Crowe

AHS Coordinator
First Nations and Inuit Health Branch
Health Canada
Suite 730, Canada Place
9700 Jasper Avenue
Edmonton, Alberta, T5J 4C3
☎ (780) 495-6182, Fax: 495-7338

QUEBEC

Francine Morin

First Nations and Inuit Health Branch
Health Canada
East Tower, 2nd Floor
Guy Favreau Complex
200 René Lévesque Blvd.
Montreal, Quebec, H2Z 1X4
☎ (514) 496-4687, Fax: 283-8067

PACIFIC

Christine Burgess

First Nations and Inuit Health Branch
Health Canada
5th Floor, Federal Tower
757 West Hastings St.
Vancouver, British Columbia, V6C 3E4
☎ (604) 666-6919, Fax: 666-1690

NATIONAL OFFICE

Aboriginal Head Start On Reserve Program
First Nations and Inuit Health Branch
PL 1919 B
Jeanne Mance Building
Ottawa, Ontario
K1A 0K9

A/Program Manager

Addie Pryce 613-957-3389

Senior Program Officer

Conrad Saulis 613-948-4371

Program Officer

Tracey Clark 613-954-7754

Program Officer

Ruth Christmas 613-948-4625

Administrative Assistant

Tina Laurin 613-954-4201

